Academic Program Review

ACADEMIC YEAR	2013-2014	☐ Basic Skills ☒ Transfer ☐ Career Technical Education (CTE)
PROGRAM	Physical Education	
DEPARTMENT	Exercise Science, Wellness, & Sports	
DIVISION	Economic and Workforce Development	
SUBMITTER	David Drury	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: To complete the student learning outcome assessment cycles for all courses offered in the 2012 Spring semester and the 2012 Fall semester. The target date for completing this objective is March 7, 2013.	☒ 1 ☒ 2 ☒ 3 ☒ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** This goal was accomplished in spring 2013. An assessment schedule was developed to help us complete the cycle assessments for each course in a timely manner.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: To revise the student learning outcome assessment cycle checklist to make the process more streamlined and easier to complete.	☒ 1 ☒ 2 ☒ 3 ☒ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The checklist was created and some SLO's were assessed in the Fall 2013 semester. However, we have paused to rewrite some of our SLO's and to create common assessment tools for our instructors to use. The SLO leader has also advised that some revisions might be helpful in linking the student learning outcomes more seamlessly with the program learning outcomes. We are currently studying this option.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: To rewrite our curriculum to adjust to the new repeatability rules and serve our students more effectively. This will also include a revision of our Intercollegiate Athletic courses which are now regulated by the 350 hour rule.	☒ 1 ☒ 2 ☒ 3 ☒ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** We have completely eliminated repeatability in our courses as per state guidelines. All intercollegiate PE courses have been revised and new out-of-season intercollegiate courses have been developed and added to the curriculum to manage the 350 hour rule in a way conducive to student and program success.	

4	PAST PROGRAM GOAL #4	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: To Develop a Nutrition course for our Physical Education Major.	☒ 1 ☒ 2 ☒ 3 ☒ 4
	☐ Met ☐ Partially Met ☒ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** We have decided to not move forward with this goal at this time. This decision was influenced by the recent departure of two colleagues and the serious illness of another. The addition of a nutrition course is now part of a larger push to develop a Fitness Trainer Certificate. We are currently working on designing the certificate and writing the curriculum.	

5	PAST PROGRAM GOAL #5	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: To complete a model program pathway for our Physical Education Degree students.	☒ 1 ☒ 2 ☒ 3 ☒ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Program pathways were submitted for both Kinesiology (Transfer Degree) and Physical Education in January 2014.	

Comments: Program Goal #2, SLO Checklist is included as an attachment. Program Goal #3 – Revision of the curriculum was recently approved by the curriculum committee. These changes will be implemented in the 2014-2015 academic year.

PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

      Over the three year period of this report, our program has experienced solid enrollment numbers and strong fill rates. The attached charts show a decrease in the enrollment of physical education courses and an increase in the enrollment of our health education courses. These trends are the result of first, losing one full-time faculty position; second, workload reductions which occurred both state and campus wide; and third, a change in the state repeatability regulations. These new regulations were largely responsible for many of the course offering reductions, which came from our physical education curriculum. We now offer about 25% fewer courses in this area.

      Some of the above trend, with regard to enrollment, can be explained by our department's effort to emphasize the offering of courses specifically tied to graduation and degree requirements. In order to achieve this emphasis, we have reduced the frequency with which we offer some of our courses. One of the results from this scheduling focus has been the high average fill rates in both health (108%-117%) and physical education (103%-111%). An interesting trend to watch as we move forward is the fill rate of our evening courses, which have been on average higher than our day courses. If this tendency continues, more classes will need to be offered during evening slots.

   b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

      Our program's productivity numbers as a whole are healthy. According to the data provided, both health and physical education courses have trended somewhere between 517 and 621 (WSCH/FTEF: the lower number occurring as our enrollment bottomed out in the spring of 2012 during the economic crisis, and the higher number occurring in the spring of 2013 as our enrollment began to increase. Outside of the 2011-2012 academic year, our productivity numbers have been above 556.

Several of our physical education classes, held in the fitness center, have trended extremely high at times. Both PE 100 (Lifetime Exercise Science) and PE 102 (Physical Fitness) have had productivity numbers in the 827-892 range. PE 128 (Volleyball) along with PE 129 (Advanced Volleyball), have had 3 consecutive years above 638. All of the aforementioned courses have high average class sizes.

While our numbers have been good collectively, they could have been better. The low average class size of the PE courses which support our intercollegiate teams has had a deleterious effect on our overall productivity. However, our intercollegiate program allows local students the opportunity to participate athletically at the college level while providing our community with quality wholesome family activities/games to attend. Additionally, our athletic group has a higher than average transfer rate.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

Our program's success and retention rates by day, evening, and online classes, are consistently among the highest on campus. When compared to the state or campus averages, our retention rates are 4-5 points higher, while our success rates are 10-15 points higher.

It is interesting to note that our retention numbers are almost identical in both health and physical education. These numbers are solidly in the lower to mid 90's for day and evening classes, with a dip into the mid 70's for online offerings. The success rates of the two areas are also very similar with a success rate in the mid 80"s as well as a drop to an average of 62% for online courses.

Clearly, the numbers identify a gap between our online classes and our day/evening classes with respect to both success and retention rates. While this gap exists campus wide, it will be important as we move forward to identify the cause so that corrective measures can be implemented.

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

When looking at success and retention rates through ethnic lenses, only one area shows a gap. However, it is easy to see how that gap might be explained by the large disparity in the small sample size of 4 of the 5 ethnic groups. Regardless of whether this is or is not a statistically significant gap, we will revisit this area to see what the numbers show in our next program review.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

Our numbers have not changed with respect to the number of degrees or certificates awarded.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

One of the changes we are considering as a department is the alignment and structure of our SLO's and PLO's. At times these two seem somewhat disconnected or out of alignment. We are looking at adjusting our PLO's and SLO's so as to make them more seamless within our program. When we created student learning outcomes several years ago, we had not yet written program learning outcomes. The program learning outcomes were a growth out of the SLO's. Now that we have had some experience with both it appears that we proceeded backwards. So we are reviewing our PLO's to make sure that we have them right, and then we will rewrite our SLO's to support our PLO's.

We are hoping that once this is done, it will be easy even for our students to see how the two areas are related.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

During the last program review cycle we added the 1440 Kinesiology transfer degree. We also revised our Physical Education major. These additions and revisions required the rewriting of two core classes: PE 209 Introduction to Physical Education, and PE 219 Introduction to Athletic Training. We have also had to update and revise our HE 104 First Aid & CPR course to include training and use of AED's (automated external defibrillator).

Additionally, the state adopted new regulations regarding the repeatability of certain classes. This change required us to eliminate the repeatability component of most of our activity courses.

The intercollegiate PE courses also saw a significant change statewide with regard to the number of hours (350) coaches can spend with their student athletes each academic year. We have just finished making many revisions, additions, and deletions in this area which we feel will benefit our students and their respective athletic teams. These changes have all been approved by the curriculum

committee and will be in place for the 2014-2015 academic year.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

   At first look, with only 3 degrees awarded during the three year cycle of this report, one might question the viability of our program. However, a closer look would reveal a program which serves a sizable number (FTES) of students each semester. And while we have seen a decline in enrollment numbers due to several factors, those numbers appear to have stabilized during the 2012-2013 school year and even showed signs of growth.

   Another key factor to consider is that many of the students who are most likely to declare Kinesiology or Physical Education Majors are the athletes who make-up our athletic teams. Many of them transfer to four years institutions after their two years here at Imperial Valley College to pursue both their academic and athletic interests. Transfer rules do not require our student athletes to have completed a degree. Furthermore, we know that the transfer rate of our athletes as a group is one of the highest on campus.

   That being said, we are hopeful of increasing the number of students who are awarded degrees in our program in the coming years.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Replace Fitness Equipment		☒ 1 ☒ 2 ☒ 3 ☒ 4
Objective: To insure a safe environment for student success.		
Task(s): Replace old fitness equipment which has become dangerous. Some pieces of equipment are so old that we can no longer find parts to repair them with.		
Timeline: Prior to the beginning of Fall 2014 semester.		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☒ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$15,000

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Resurface Tennis Courts		☒ 1 ☒ 2 ☒ 3 ☒ 4
Objective: To restore all tennis courts to a playable and safe learning environment.		
Task(s): Repairing court surfaces, which now have multiple cracks and chips.		
Timeline: Prior to the beginning of Fall 2014 semester.		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☒ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$60,000

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: Replace Fitness Center Flooring		☒ 1 ☒ 2 ☒ 3 ☒ 4
Objective: To provide a safe surface for our students to exercise on.		
Task(s): Remove old worn hazardous rubberized flooring and replace with new rubber flooring.		
Timeline: Prior to the beginning of Fall 2014 semester.		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☒ One-Time ☐ Recurring	☐ Categorical Specify:	☒ General Fund	☒ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$20,000

4	FUTURE PROGRAM GOAL #4 Budget Priority #4	INSTITUTIONAL GOAL(S)
Identify Goal: Hire a Full-Time Instructor for the Exercise Science, Wellness & Sports Department		☒ 1 ☒ 2 ☒ 3 ☒ 4
Objective: To replace the position vacated by Toni Pfister.		
Task(s): Hire a full-time instructor to meet the needs of our disabled students and teach in the area of aquatics.		
Timeline: 2014-2015 academic year		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☒ Staffing	$80,000

TOTAL BUDGET REQUEST	$175,000

1. How will your enhanced budget request improve student success?

An additional instructor would allow us to utilize our facilities more fully in helping more students fulfill their degree and graduation requirements more rapidly. The college maintains the aquatic facility, but we have not offered aquatic courses for several semesters. The improvements to the tennis courts and fitness center would remove safety hazards that these two facilities have. It would also allow us to utilize these learning environments more completely in helping students achieve success.

Comments: Not included in the above budget goals are the improvements needed to our locker rooms. Most of the lockers no longer operate properly and need replacement. Students do not trust the lockers and bring backpacks to class creating a cluttered and unsafe classroom environment for the students and staff.

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

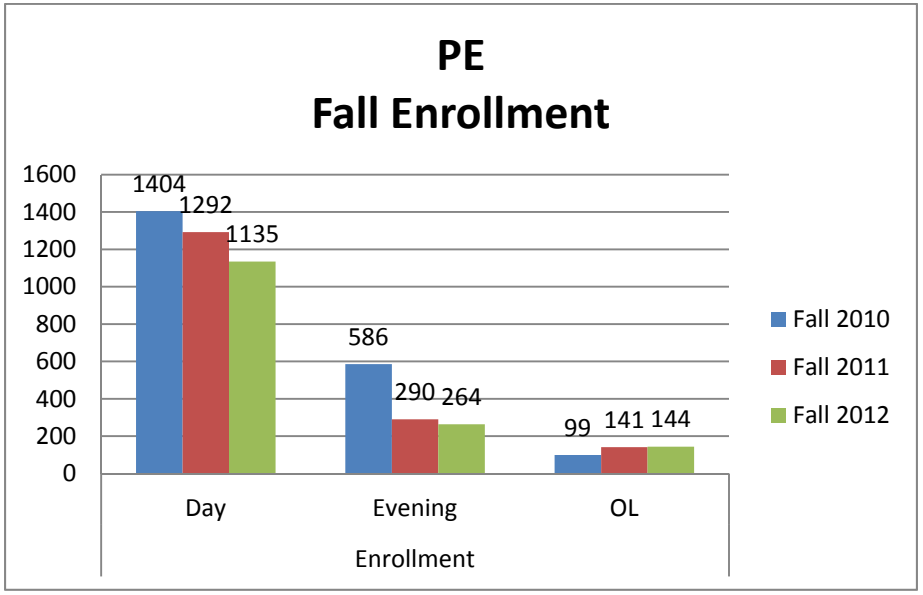
PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

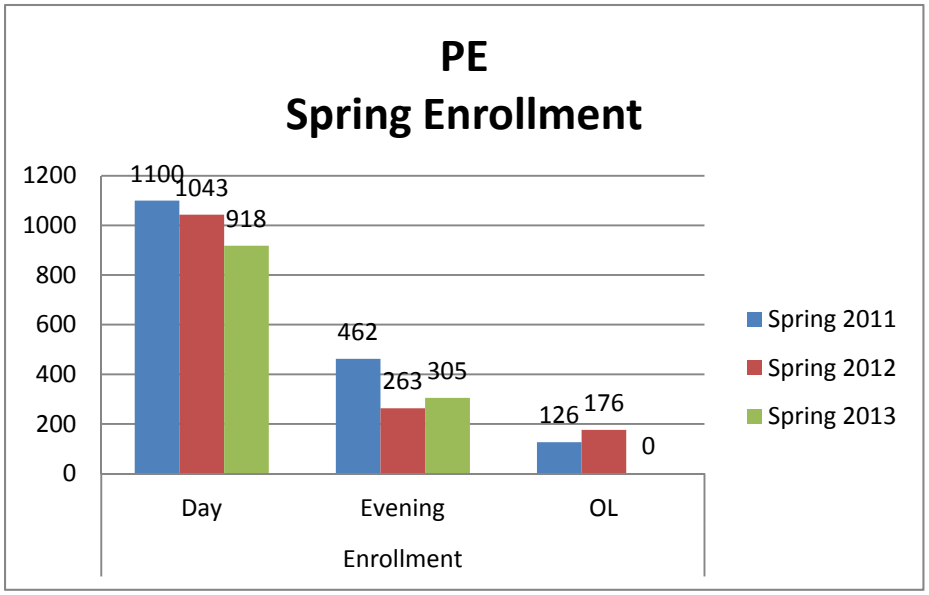
PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: List various occupations in the field of physical education and exercise science, and then summarize the educational requirements for employment in each field.	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: Rubric used for term paper in PE 209 Introduction to Physical Education.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Class has not been offered this year due to loss of faculty member. Is scheduled for fall 2014.	

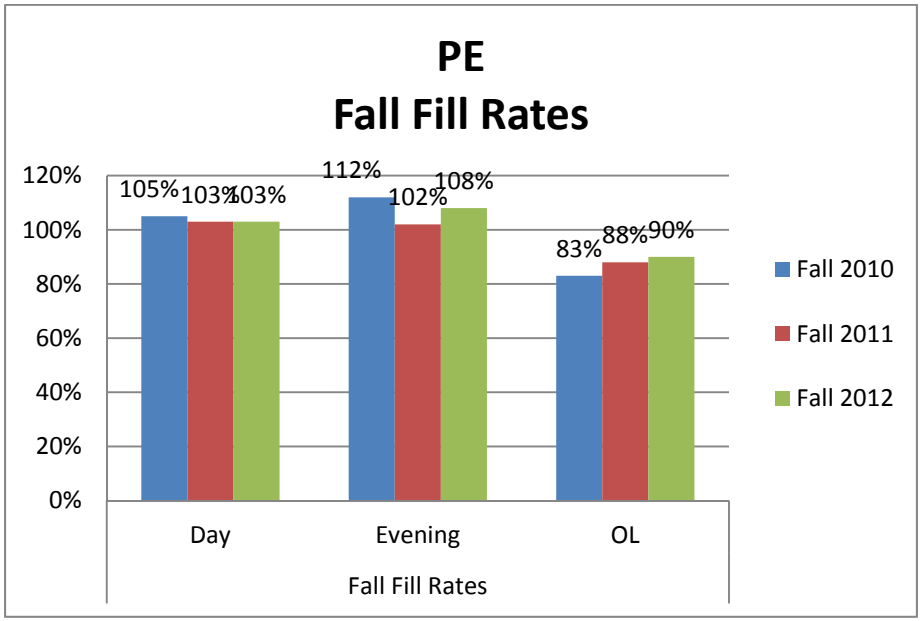
PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Identify common injuries in the field of athletics and physical education, and then discuss short-term and long-term treatment plans.	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: Oral, written, and practical tests in PE 219 Introduction to Athletic Training.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

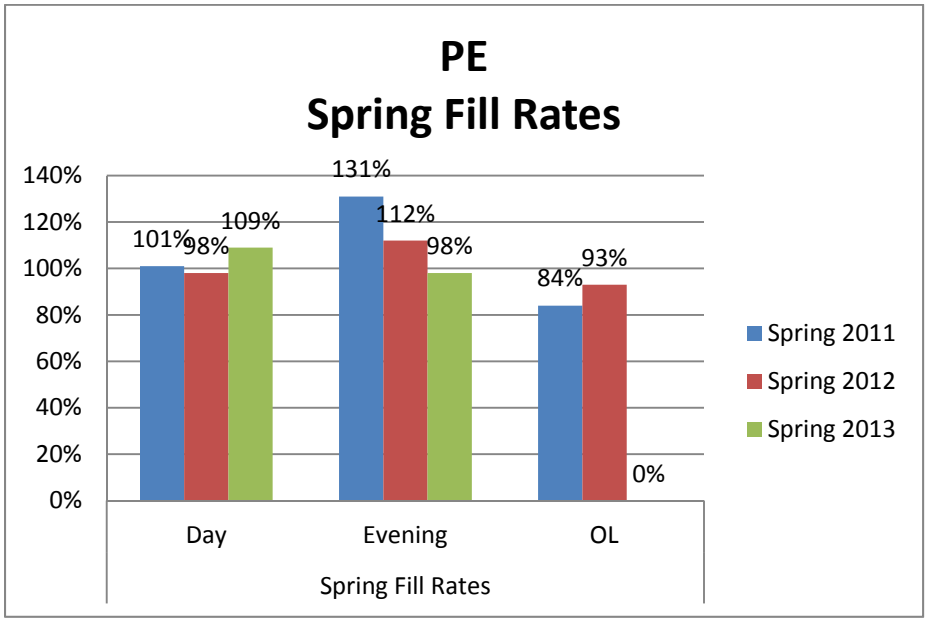
PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: Demonstrate skills needed to meet the minimal certification standards when performing first aid and CPR as required by either the American Red Cross (ARC) or American Heart Association (AHA).	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: submission of appropriate ARC or AHA cards or completion of practical exams in HE 104.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

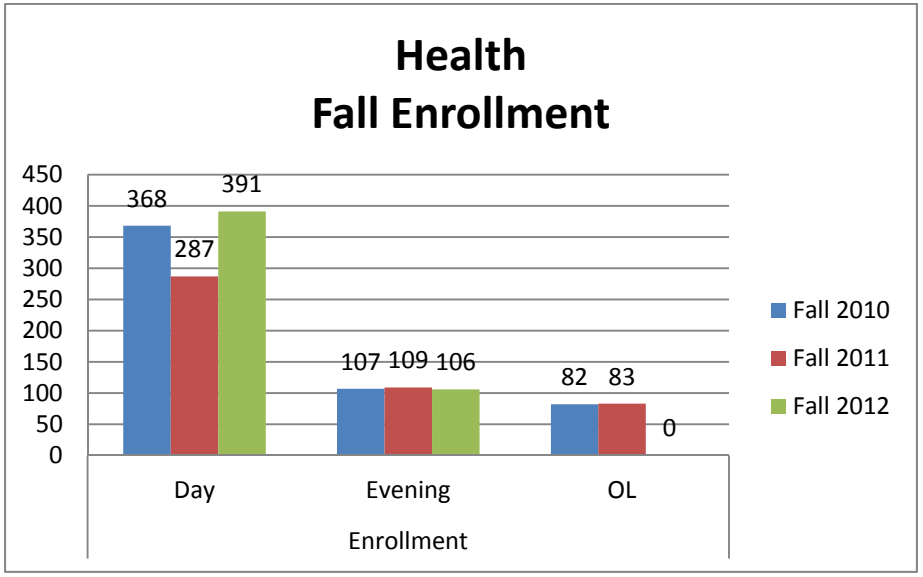
***** ATTACH PLO/SLO GRID *****

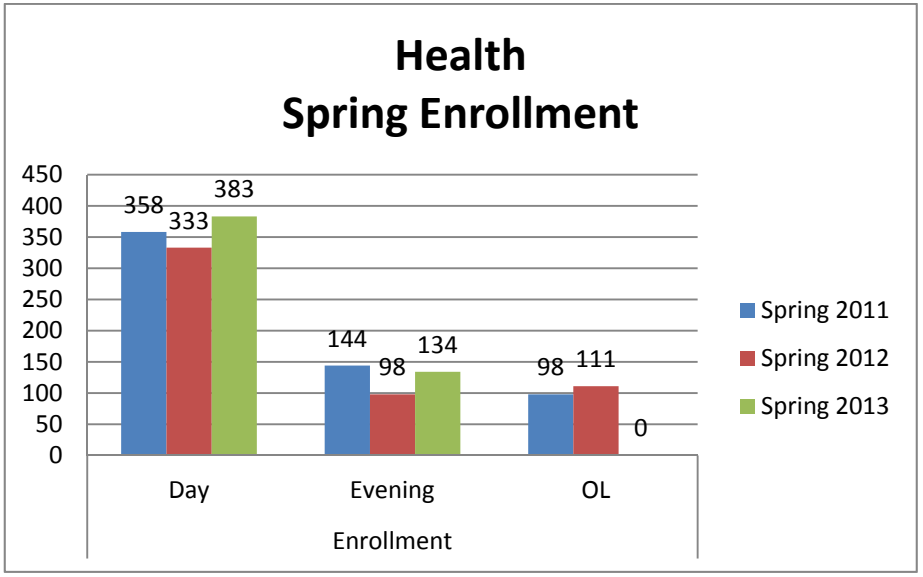

PE
Fall Enrollment
1600
1400
1200
1000
800
600
400
200
0
1404
1292
1135
586
290
264
99
141
144
Day
Evening
OL
Enrollment
Fall 2010
Fall 2011
Fall 2012

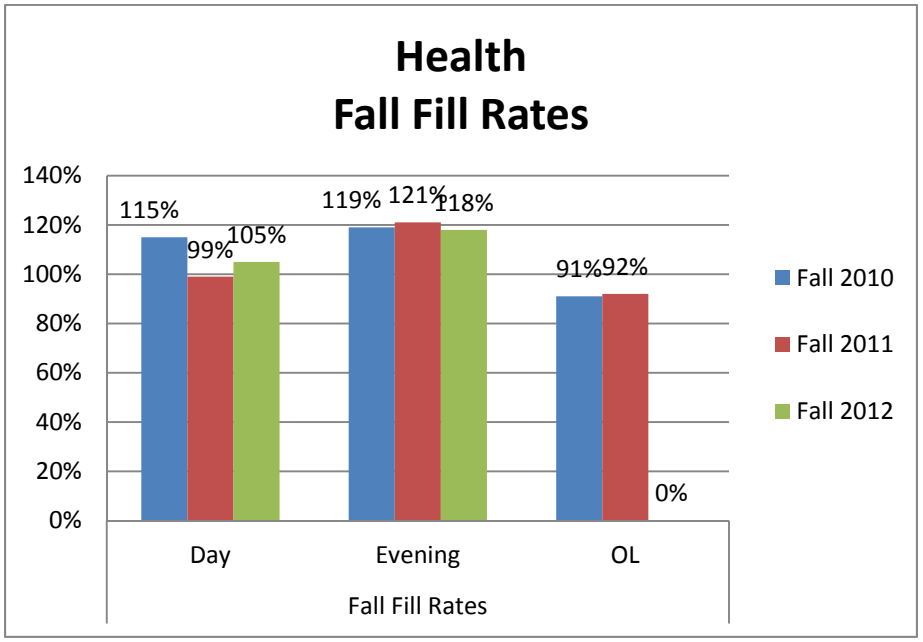

PE
Spring Enrollment
1200
1000
800
600
400
200
0
1100
1043
918
462
263
305
126
176
0
Day
Evening
OL
Enrollment
Spring 2011
Spring 2012
Spring 2013

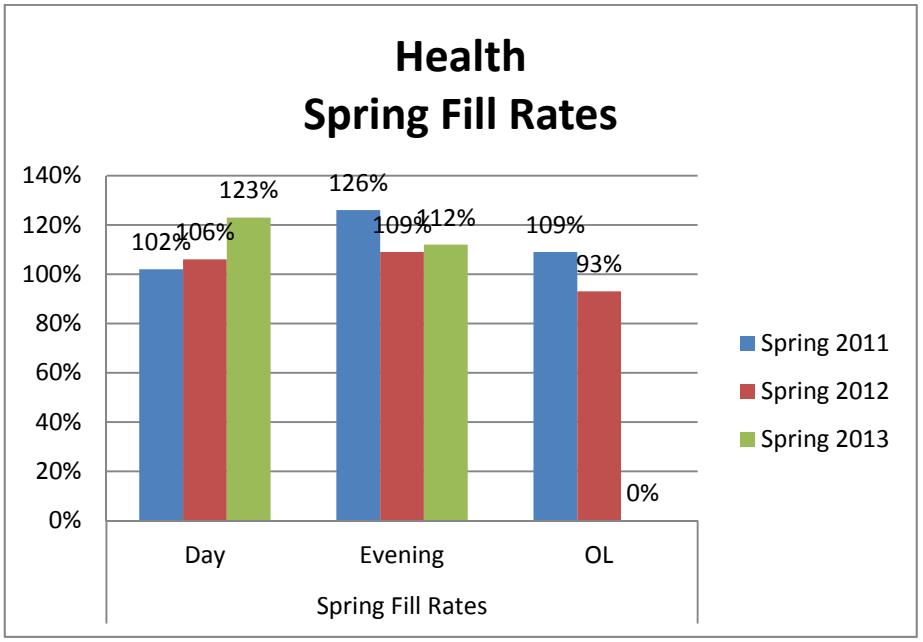

PE
Fall Fill Rates
120%
100%
80%
60%
40%
20%
0%
105%
103%
103%
112%
102%
108%
83%
88%
90%
Day
Evening
OL
Fall Fill Rates
Fall 2010
Fall 2011
Fall 2012

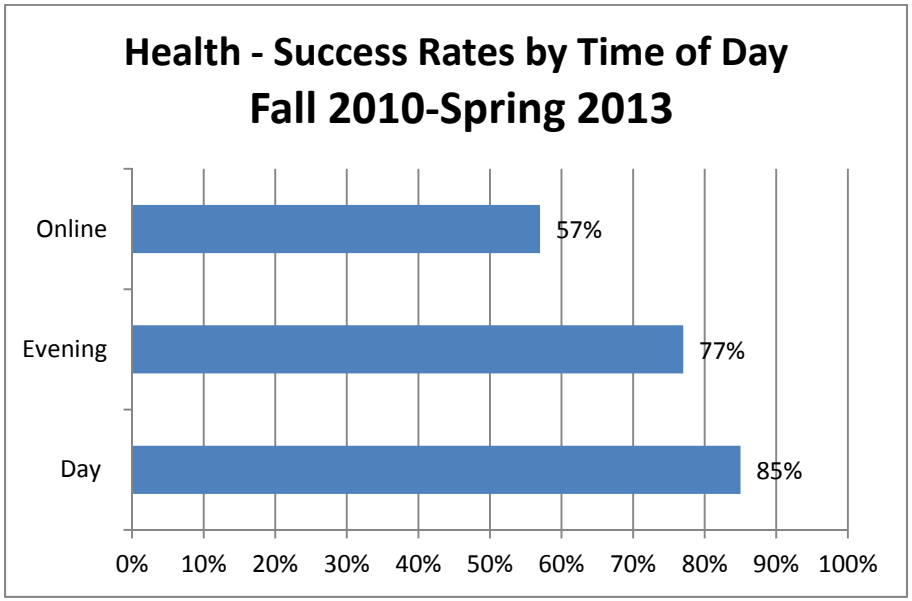

PE
Spring Fill Rates
140%
120%
100%
80%
60%
40%
20%
0%
101%
98%
109%
131%
112%
98%
84%
93%
0%
Day
Evening
OL
Spring Fill Rates
Spring 2011
Spring 2012
Spring 2013

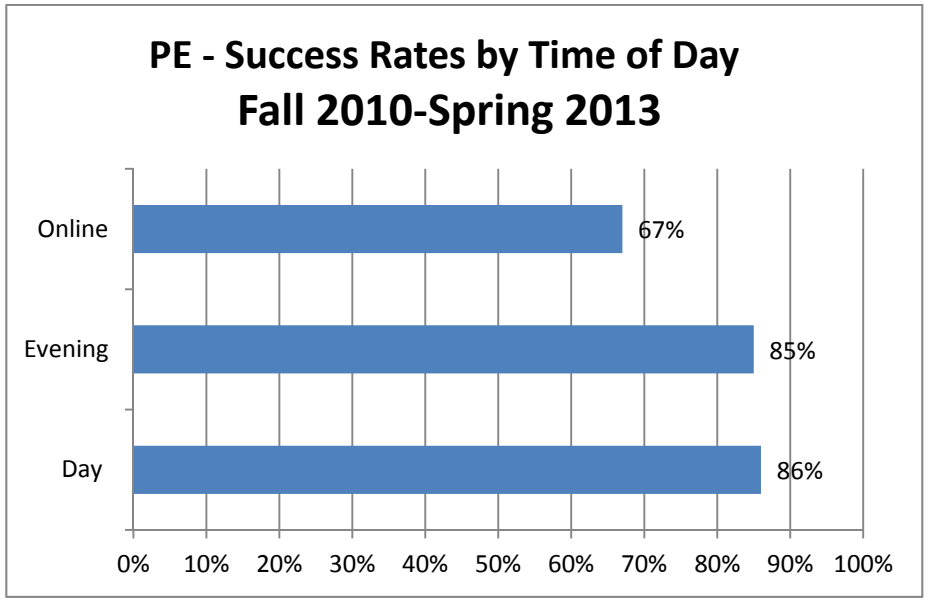

Health
Fall Enrollment
450
400
350
300
250
200
150
100
50
0
368
287
391
107
109
106
82
83
0
Day
Evening
OL
Enrollment
Fall 2010
Fall 2011
Fall 2012

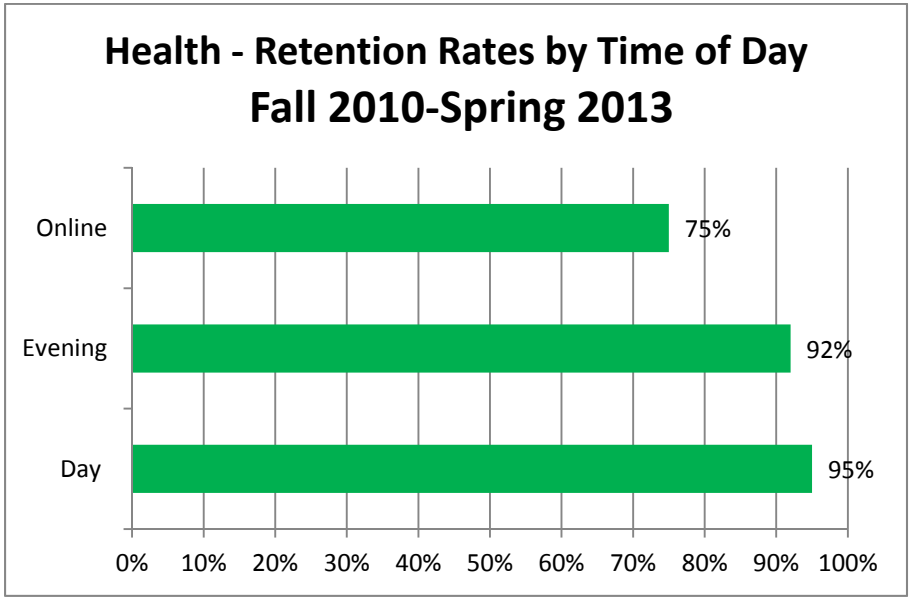

Health
Spring Enrollment
450
400
350
300
250
200
150
100
50
0
358
333
383
144
98
134
98
111
0
Day
Evening
OL
Enrollment
Spring 2011
Spring 2012
Spring 2013

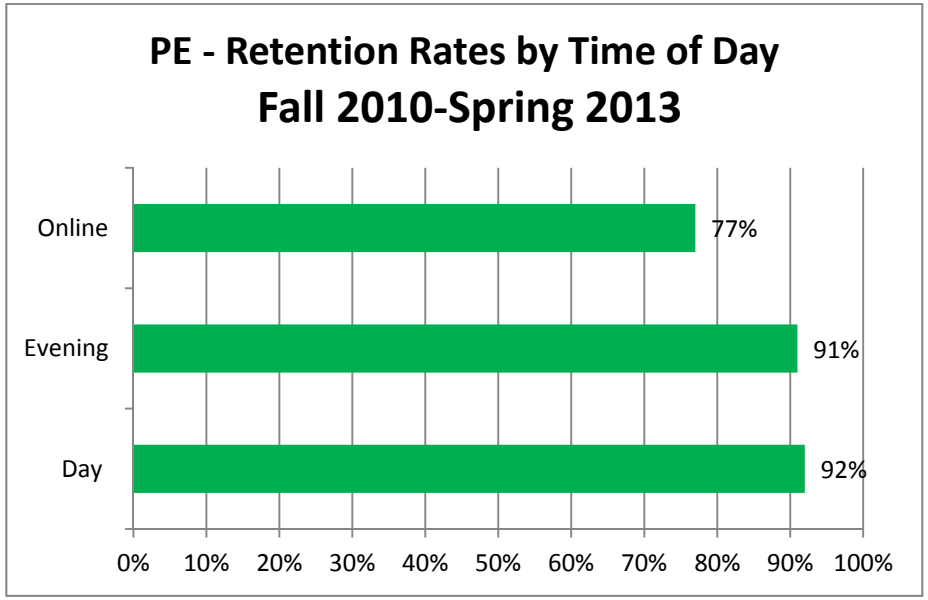

Health
Fall Fill Rates
140%
120%
100%
80%
60%
40%
20%
0%
115%
99%
105%
119%
121%
118%
91%
92%
0%
Day
Evening
OL
Fall Fill Rates
Fall 2010
Fall 2011
Fall 2012

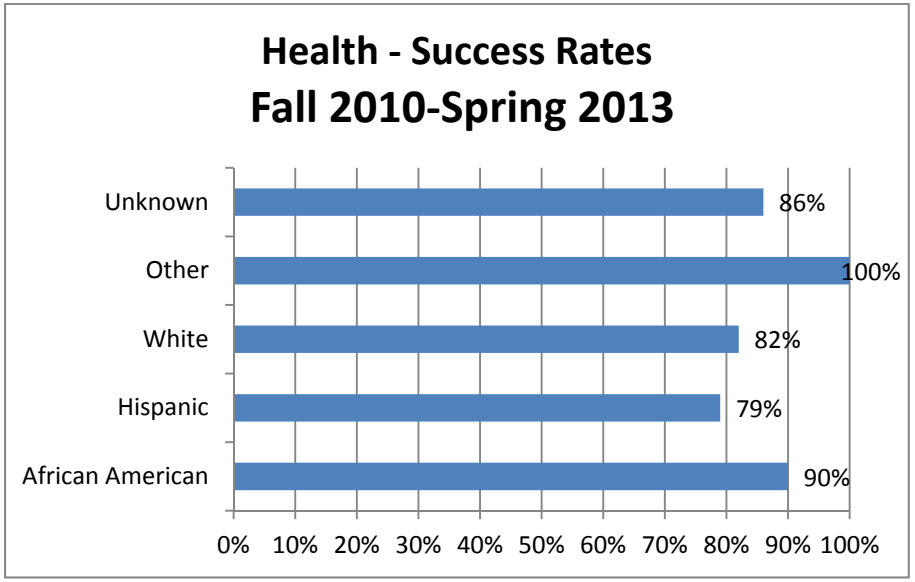

Health
Spring Fill Rates
140%
120%
100%
80%
60%
40%
20%
0%
102%
106%
123%
126%
109%
112%
109%
93%
0%
Day
Evening
OL
Spring Fill Rates
Spring 2011
Spring 2012
Spring 2013

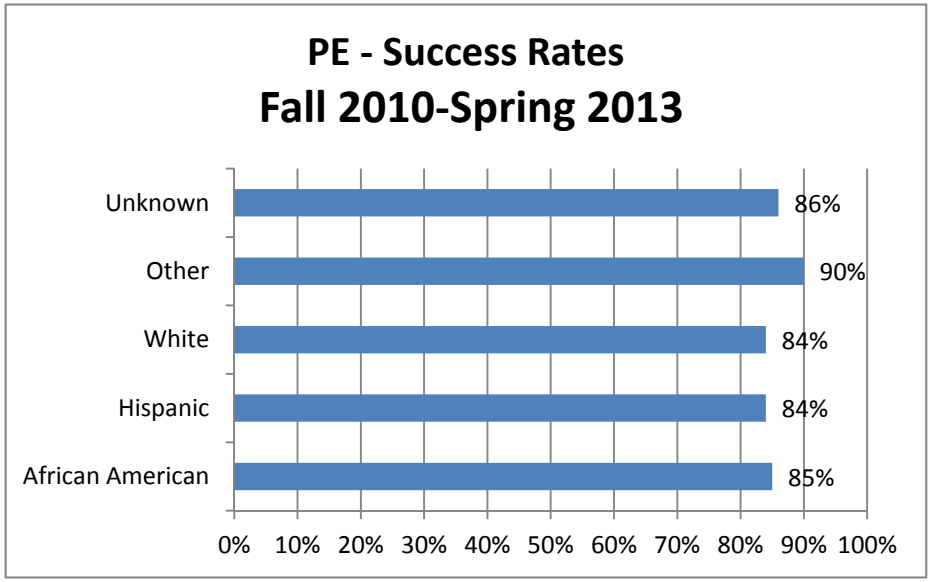

Health - Success Rates by Time of Day
Fall 2010-Spring 2013
Online
Evening
Day
57%
77%
85%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

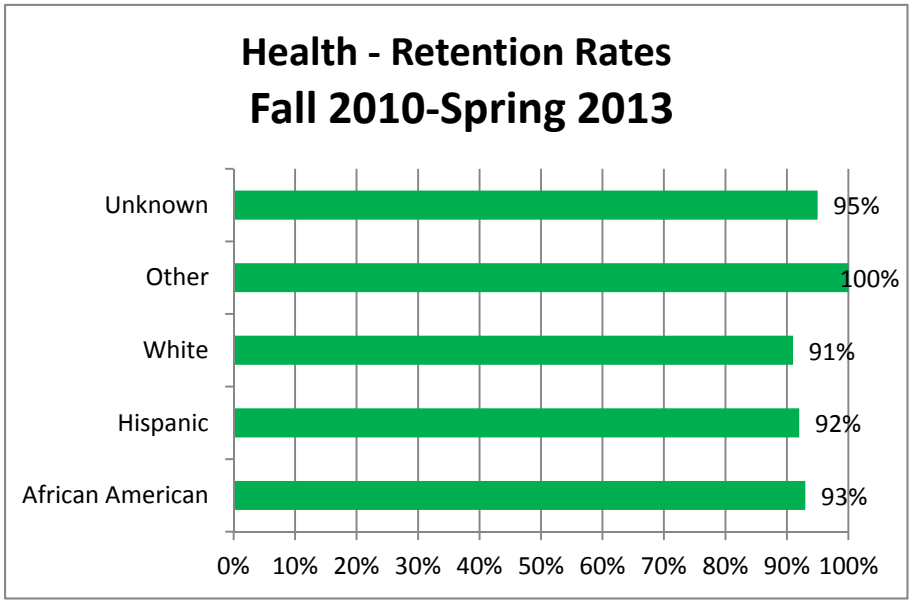

PE - Success Rates by Time of Day
Fall 2010-Spring 2013
Online
Evening
Day
67%
85%
86%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

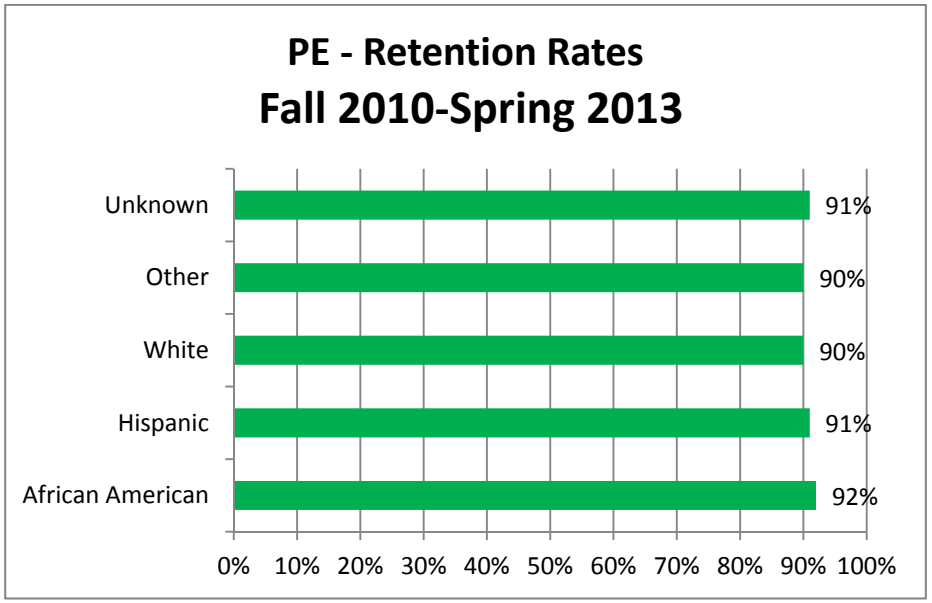

Health - Retention Rates by Time of Day
Fall 2010-Spring 2013
Online
Evening
Day
75%
92%
95%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%


PE - Retention Rates by Time of Day
Fall 2010-Spring 2013
Online
Evening
Day
77%
91%
92%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%


Health - Success Rates
Fall 2010-Spring 2013
Unknown
Other
White
Hispanic
African American
86%
100%
82%
79%
90%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%


PE - Success Rates
Fall 2010-Spring 2013
Unknown
Other
White
Hispanic
African American
86%
90%
84%
84%
85%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%





Subject	#	Course Title	Dept	Divs	Units	Fall 11 Course SLO's	Spring 12 Course SLO's	Fall 12 Course SLO's	Spring 13 Course SLO's	Fall 13 Course SLO's	Spring 14 Course SLO's
ATHL	150	Intercollegiate Baseball	EWS	EWD	2		X		X		X
ATHL	151	Intercollegiate Basketball	EWS	EWD	2		X		X		X
ATHL	152	Intercollegiate Soccer	EWS	EWD	2			X		X	
ATHL	153	Intercollegiate Softball	EWS	EWD	2		X		X		X
ATHL	154	Intercollegiate Tennis	EWS	EWD	2		X		X		X
ATHL	155	Intercollegiate Volleyball	EWS	EWD	2			X		X	
ATHL	156	Intercollegiate Cross Country	EWS	EWD	2			X		X	
HE	100	HE - Military Service	EWS	EWD	2						
HE	102	Health Education	EWS	EWD	3		X	X		X	
HE	104	First Aid	EWS	EWD	3			X		X	
PE	100	Lifetime Exercise Science	EWS	EWD	1		X	X		X	
PE	102	Physical Fitness	EWS	EWD	1		X	X		X	

PE	103	Physical Fitness, Women	EWS	EWD	1		X	X		X	
PE	104	Weight Training	EWS	EWD	1		X	X		X	
PE	105	Public Safety Fitness	EWS	EWD	1						
PE	106	Walking/Jogging Fitness	EWS	EWD	1						
PE	107	Aquatic Exercise	EWS	EWD	1						
PE	110	PE Activity - Military Service	EWS	EWD	2						
PE	111	Aerobics - Step	EWS	EWD	1		X	X		X	
PE	112	Basketball - Men	EWS	EWD	1		X	X		X	
PE	113	Basketball - Women	EWS	EWD	1						
PE	120	Softball	EWS	EWD	1			X		X	
PE	121	Beg/Inter Swimming	EWS	EWD	1						
PE	122	Lifeguard Training	EWS	EWD	2						
PE	123	Water Safety Instructor Training	EWS	EWD	2		X				
PE	126	Tennis	EWS	EWD	1		X	X		X	
PE	127	Tennis - Advanced	EWS	EWD	1						
PE	128	Volleyball	EWS	EWD	1		X	X		X	
Subject	**#**	**Course Title**	**Dept**	**Divs**	**Units**	**Fall 11 Course SLO's**	**Spring 12 Course SLO's**	**Fall 12 Course SLO's**	**Spring 13 Course SLO's**	**Fall 13 Course SLO's**	**Spring 14 Course SLO's**
PE	129	Volleyball - Advanced	EWS	EWD	1						
PE	130	Adapted Physical Exercise	EWS	EWD	1						
PE	131	Adapted Sports	EWS	EWD	1						
PE	140	Baseball - Advanced	EWS	EWD	1			X		X	
PE	141	Softball - Women	EWS	EWD	1						
PE	142	Advanced Swimming	EWS	EWD	1		X				
PE	143	Advanced Basketball - Men	EWS	EWD	1			X		X	
PE	144	Advanced Basketball - Women	EWS	EWD	1						
PE	161	Pre-Season Conditioning for Athl	EWS	EWD	1.5		X	X			X
PE	162	In Season Conditioning for Athl	EWS	EWD	1.5		X	X			X
PE	170	Beginning Bowling	EWS	EWD	1						
PE	171	Intermediate Bowling	EWS	EWD	1						

PE	172	Advanced Bowling	EWS	EWD	1						
PE	200	Theory of Baseball	EWS	EWD	2			X		X	
PE	201	Theory of Basketball	EWS	EWD	2		X	X		X	X
PE	202	Theory of Softball	EWS	EWD	2			X		X	
PE	203	Theory of Volleyball	EWS	EWD	2		X		X		X
PE	209	Introduction to Physical Education	EWS	EWD	3		X		X		X
PE	211	Phys Ed in the Elem School	EWS	EWD	3		X	X		X	
PE	219	Introduction to Athletic Training	EWS	EWD	3				X		X
PE	221	Psychology of Coaching	EWS	EWD	2			X		X	
PE	222	Sports Officiating	EWS	EWD	3		X	X		X	

Program	PLOs Identified	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Physical Education	**4**	1 & 2	3	4	1	2	3	4

The PLO scheduled to be assessed in Fall 2013 was not completed. The course that is tied to that PLO was not offered due to a vacancy in our staff.